

Penn Cambria Curriculum

Course Name	Fibers
Length of Course	½ credit
Grade Level	9 - 12
Prerequisites	None
Course Description	This course provides the opportunity to develop a tactile collection of art and a journal/sketchbook for post secondary institution. Students will review design elements, learn design principles, and see how they relate to applied arts. They will also perfect their skills in a variety of fiber projects (weaving, macramé, batik, stitching and needlepoint). Students will effectively and structurally analyze artwork via classroom presentations, evaluations, and an art essay.
Units of Study	Design Elements and Principles Planning and reflection on Fiber Art Weaving Macramé Batik Stitching and/or Needlepoint Art Appreciation
Materials	Supplemental Materials: <ul style="list-style-type: none"> • Misc. art supplies • Fibers CDs • Vocabulary booklet

Unit: Design Elements/ Design Principles

Estimated Time: 2 weeks

Standard Alignment:

- 9.1.12A - Know and use the elements and principles of each art form to create works in the arts and humanities.
9.1.12C – Integrate and apply advanced vocabulary to the arts forms.
9.1.12E – Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques.
9.1.12F – Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition.
9.1.12H – Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces.

Curricular Objectives:

- A. Students will:
- Demonstrate knowledge of design elements, especially as they relate to fiber art, including the following: line, shape, value, color, and texture.
 - Demonstrate knowledge of design principles, especially as they relate to fiber art, including the following: slope, form, balance, eye movement, overlapping, pattern, balance, contrast, rhythm, unity, emphasis.

Assessments/ Measurement of Objectives:

- Teacher made rubric
- Vocabulary test
- Student mini projects

Suggested Methods of Instruction / Learning Activities:

- ✓ Make a series of diagrams, charts and/or mini-posters illustrating design elements and principles.
- ✓ Create a color wheel using fabrics only.

Unit: Planning & Reflection on Fiber Art

Estimated Time: 1 week

Standard Alignment:

9.1.12C – Integrate and apply advanced vocabulary to the arts forms.

9.3.12A – Explain and apply the critical examination processes of works in the arts and humanities.

- Compare and contrast
- Analyze
- Interpret
- Form and test hypotheses
- Evaluate/form judgments

Curricular Objectives:

- A. Students will:
 - a. Demonstrate careful research and planning, before creating evaluated work.
 - b. Analyze students own work and that of other students both verbally and in writing.

Assessments/ Measurement of Objectives:

- Journal
- Daily prompts
- Fiber color samples

Suggested Methods of Instruction / Learning Activities:

- ✓ Students planned and executed art shows and exhibits.
- ✓ Students centered art critiques
- ✓ Group discussion
- ✓ Written critiques
- ✓ Journal and sketchbook work

Unit: Weaving

Estimated Time: 2 weeks

Standard Alignment:

- 9.1.12B – Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
- 9.1.12C – Integrate and apply advanced vocabulary to the arts forms.
- 9.1.12F – Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition.
- 9.3.12A – Explain and apply the critical examination processes of works in the arts and humanities.
- Compare and contrast
 - Analyze
 - Interpret
 - Form and test hypotheses
 - Evaluate/form judgments
- 9.3.12D – Analyze and interpret works in the arts and humanities from different societies using culturally specific vocabulary of critical response.
- 9.3.12F – Analyze the processes of criticism used to compare the meanings of a work in the arts in both its own and present time.
- 9.4.12B – Describe and analyze the effects that works in the arts have on groups, individuals and the culture.

Curricular Objectives:

- A. Students will:
- a. Employ form, dimension and design through means other than drawing and painting.
 - b. Investigate the artistic possibilities of string, twine, yarn and other cords.
 - c. Appreciate the value of careful, good craftsmanship and demonstrate it in his work.

Assessments/ Measurement of Objectives:

- Teacher made rubric
- Completion of art project
- Vocabulary usage

Suggested Methods of Instruction / Learning Activities:

- ✓ Weaving on standard loom
- ✓ Weaving off the loom
- ✓ Wearable art (e.g., scarf)
- ✓ Purposeful art (e.g., placemats, rug)

Unit: Macramé

Estimated Time: 1 week

Standard Alignment:

- 9.1.12B – Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
- 9.1.12C – Integrate and apply advanced vocabulary to the arts forms.
- 9.1.12F – Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition.
- 9.3.12A – Explain and apply the critical examination processes of works in the arts and humanities. (Compare and contrast, Analyze, Interpret, Form and test hypotheses, Evaluate/form judgments).
- 9.3.12D – Analyze and interpret works in the arts and humanities from different societies using culturally specific vocabulary of critical response.
- 9.3.12F – Analyze the processes of criticism used to compare the meanings of a work in the arts in both its own and present time.
- 9.4.12B – Describe and analyze the effects that works in the arts have on groups, individuals and the culture.

Curricular Objectives:

- A. Students will:
 - a. Demonstrate careful research and planning, before creating evaluated work.
 - b. Analyze students own work and that of other students both verbally and in writing.

Assessments/ Measurement of Objectives:

- Teacher made rubric
- Completion of art project
- Vocabulary usage

Suggested Methods of Instruction / Learning Activities:

- ✓ Knot board display of 10 student made knots
- ✓ Wearable art (e.g., belts, bracelets, headbands)
- ✓ Decorative art (e.g., bottles and other 3D “coverings”, plant hangers, chair)

Unit: Batik

Estimated Time: 1 week

Standard Alignment:

- 9.1.12B – Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
- 9.1.12C – Integrate and apply advanced vocabulary to the arts forms.
- 9.1.12F – Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition.
- 9.3.12A – Explain and apply the critical examination processes of works in the arts and humanities. (Compare and contrast, Analyze, Interpret, Form and test hypotheses, Evaluate/form judgments).
- 9.3.12D – Analyze and interpret works in the arts and humanities from different societies using culturally specific vocabulary of critical response.
- 9.3.12F – Analyze the processes of criticism used to compare the meanings of a work in the arts in both its own and present time.
- 9.4.12B – Describe and analyze the effects that works in the arts have on groups, individuals and the culture.

Curricular Objectives:

- A. Students will:
 - a. Demonstrate careful research and planning, before creating evaluated work.
 - b. Demonstrate the ability to use Batik techniques of waxing and dying to create an original work.
 - c. Analyze students own work and that of other students both verbally and in writing.

Assessments/ Measurement of Objectives:

- Student work reflects the Batik process of waxing and dying.
- Student's ability to properly mix and measure dyes.
- Use of design elements – line, shape, color

Suggested Methods of Instruction / Learning Activities:

- ✓ Batik banner, pillow case, framed graphic of sketched subject matter

Unit: Stitching and/or Needlepoint

Estimated Time: 1 week

Standard Alignment:

- 9.1.12B – Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
- 9.1.12C – Integrate and apply advanced vocabulary to the arts forms.
- 9.1.12F – Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition.
- 9.3.12A – Explain and apply the critical examination processes of works in the arts and humanities.
 - Compare and contrast
 - Analyze
 - Interpret
 - Form and test hypotheses
 - Evaluate/form judgments
- 9.3.12D – Analyze and interpret works in the arts and humanities from different societies using culturally specific vocabulary of critical response.
- 9.3.12F – Analyze the processes of criticism used to compare the meanings of a work in the arts in both its own and present time.
- 9.4.12B – Describe and analyze the effects that works in the arts have on groups, individuals and the culture.

Curricular Objectives:

- A. Students will:
 - a. Demonstrate careful research and planning, before creating evaluated work.
 - b. Analyze students own work and that of other students both verbally and in writing.

Assessments/ Measurement of Objectives:

- Teacher made rubric
- Completion of art project
- Vocabulary usage
- Increased knowledge of cords and threads as seen in students projects

Suggested Methods of Instruction / Learning Activities:

- ✓ Teacher made survey to access background knowledge of cords.
- ✓ Length and complexity of project based on survey.
- ✓ Stitch on burlap from student made sketch.
- ✓ Needlepoint a basic graphic
- ✓ Cartoon characters in cord
- ✓ Rya mats and pillows

Unit: Art Appreciation

Estimated Time: 1 week

Standard Alignment:

9.2.12A – Explain the historical, cultural and social context of an individual work in the arts.

9.2.12D – Analyze a work of art from its historical and cultural perspective.

9.2.12H – Identify, describe and analyze the work of Pennsylvania Artists in dance, music, theatre and visual arts.

9.2.12I – Identify, explain and analyze philosophical beliefs as they relate to works in the fine arts.

9.3.12A - Explain and apply the critical examination processes of works in the arts and humanities.

- Compare and contrast
- Analyze
- Interpret
- Form and test hypotheses
- Evaluate/form judgments

9.3.12D - Analyze and interpret works in the arts and humanities from different societies using culturally specific vocabulary of critical response.

Curricular Objectives:

A. Understand and appreciate the cultural and historical context of art.

- a. Research fiber art from several points of view (cultural, artists, movements, historical, technical, etc.)
- b. Know how a specific culture's art, specifically fiber art, expresses details of that culture (values, settings, Religion, etc.).
- c. Evaluate and respond to diversified pieces of fiber art on the basis of the elements of design, subject matter and theme.

B. Gain an increased awareness of social, natural, and human-made surroundings.

- a. When placed in a familiar natural setting, social setting and/or site in a building or neighborhood be able to verbally identify elements not before noticed in more than one sense (smell, sound, sight, feeling, taste).

C. Possess an introductory understanding of theme, style, and technique in art.

- a. Know the concepts of theme, style and technique in fiber art.
- b. Know about two or three major artistic movements (abstract, expressionism, impressionism, classical realism, etc.) including when, artists, major works in fiber art, themes, styles, techniques, source of ideas, media, etc.
- c. Using artistic terms and concepts; be able to give a personal response to these movements.
- d. Identify and describe theme, style, technique in art and classify art by theme and style.
Identify and describe theme, style and technique of your artistic work.

D. Show proficiency in artistic skills.

- a. Explain feelings art is meant to arouse.
- b. Identify elements of art related to fiber art. (line, texture, shape, form, color, space)
- c. Identify principles of art related to fiber art. (variety, movement, repetition, emphasis, unity)

Assessments/ Measurement of Objectives:

- The students will demonstrate vocabulary knowledge via written and oral presentations.
- Written essays, summaries and narratives.

Suggested Methods of Instruction / Learning Activities:

- ✓ Essay using design elements and principles to describe a famous fiber artist's works.
- ✓ Library research
- ✓ On going references made throughout